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sician Johann Peter Frank (1745-1821), but more particularly to the stir that greeted the appearance in 1836 of Lorinser's *Zum Schutz der Gesundheit in den Schulen*. This essay he regards as the precursor of the prolific contributions of later physicians like Cohn, Eulenberg, Griesbach, Kraepelin, Schmid-Monnard, and of schoolmen like Hermann Schiller, Burgerstein, Janke, Hans Sack, Kemsies, and others, whose publications he lists in some detail. The more important German periodicals dealing with school hygiene are also cited to show, in conjunction with the book bibliography just mentioned, that acquaintance with this field of activity is indispensable to the well-informed teacher.

In a final section, the author discusses the hygienic activity of the teacher with respect to (a) the hygiene of building-construction, (b) the hygiene of instruction, (c) the hygiene of the child at school, and (d) the hygiene of the child at home (in co-operation with parents). In this discussion attention is paid to the intelligent use of devices for the illumination, sanitation, and ventilation of the building, to the hygiene of methods of instruction, the recognition of physical defects and of mental disease, to the use of precautions against over-pressure, the arrangement of the daily programme, the optimal adjustment of rest-pauses, to the need of supervision of bodily posture, of co-operation with the school physician in the recognition of school diseases, and of exclusion of infectious cases, and to the instruction of pupils in the fundamentals of personal hygiene, with special reference to the care of the teeth. The author believes that parents' meetings, when properly conducted, afford a peculiarly valuable means for securing the co-operation of parents in the furtherance of the teacher's efforts for the welfare of his pupils. He very rightly contends that, to secure the best results in the public schools, a systematic, intensive course in school hygiene, conducted by a competent instructor, must form an essential part of the professional preparation of teachers in normal schools and universities.

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Elementary Algebra. By FREDERICK H. SOMERVILLE. New York: American Book Co., 1908. Pp. 407.

This book contains the usual college-entrance material. Principles are clearly presented and an abundance of exercises, oral and written, is furnished.

The author says that the problems are new, but one recognizes in them the same old friends in slightly different garb. A and B paint a house in one problem instead of persistently building walls, and automobiles take part in the pursuit races, formerly run by hare and greyhound. We quote one of the up-to-date problems: "In a certain baseball game a total of thirteen runs was made by both teams. If the winning team had made two more runs, and the losing team three less, the quotient obtained by dividing the winning runs by the losing runs would have been five. How many runs did each team make?" It may be doubted whether there is any advantage in giving a concrete appearance to such problems by attaching miscellaneous labels to the numbers given.

A few pages of formulas drawn from physics are included and problems

based upon them. The formulas are such as can be sufficiently explained by the teacher in a few moments to enable the pupil to feel that, in solving his problem, he is using algebra to get the answer to a real question.

This book will be found satisfactory as a guide to a course of the stereotyped sort but it makes little or no contribution to the improvement of the teaching of algebra.

First Course in Algebra. By WEBSTER WELLS. Boston: D. C. Heath & Co., 1908. Pp. 232. \$1.00.

The distinctive characteristic of this book is its small size. It is intended to be a first-year course but, while it covers all the topics ordinarily treated in the first year, there are several which are better suited to the second year. It is hardly a half-inch thick and may be very readily carried in the pocket. Those who are troubled by the weight of the book-bags carried by our high-school pupils will welcome this step toward compactness. The book in general follows the beaten track. There is an unusual number of problems based on geometric figures and several good problems drawn from physics are introduced. Several handsome plates in colors illustrate graphical methods, but few teachers, I think, will agree that first-year high-school students require the aid of color-schemes to understand simple graphical problems. For a first-year course of the usual sort this book is well adapted and, in comparison with a large number of similar books, it has the merit of compactness.

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BOOKS RECEIVED

EDUCATION AND PSYCHOLOGY

Education in the Far East. By CHARLES F. THWING. Boston: Houghton, Mifflin & Co., 1909. Pp. 277. \$1.50.

Teaching Children to Study. The Group System Applied. By OLIVE M. JONES, ELEANOR G. LEARY, AND AGNES E. QUISH. New York: Macmillan, 1909. Pp. 193. \$0.80.

The Mental Man. An Outline of the Fundamentals of Psychology. By GUSTAV GOTTLIEB WENZLAFF. New York: Charles E. Merrill Co., 1909. Pp. 272. \$1.10.

Teaching to Read. By JAMES L. HUGHES. New York: A. S. Barnes & Co., 1909. Pp. 124. \$0.50.

A History of the Teaching of Elementary Geometry. With Reference to Present-Day Problems. By ALVA WALKER STAMPER. "Columbia University Contributions to Education" (Teachers College Series) No. 23. Pp. 163. New York: Columbia University.